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ABSTRACT

This guide for teaching school staff about conflict management is a series of unit modules or minicourses which can be combined to form a program of instruction. This is said to allow the training program to provide remedial or advanced materials for those staff members who need or desire them. Each unit includes a content area, objectives, and related competencies, training activities, training resources, and evaluation. The first two units, on understanding conflict, define conflict and focus on conflict in desegregated school settings. The remaining six units, on managing conflict in desegregated school settings, deal with such topics as recognizing ethnic and cultural differences, understanding academic achievement among ethnic minority and culturally different students, understanding linguistic differences, preparing schools for desegregation, and developing a pluralistic academic curriculum. Materials appended include an outline of an instructional program on conflict management, a guide to problem solving in a desegregated school setting, an example of a role playing simulation on the dynamics of school conflict, and a list of goals for human understanding in conflict situations. (Author/JM)

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CONFLICT MANAGEMENT

Human Relations Training Guide

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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George E. Ayers
Juanita Bronaugh

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INTRODUCTION

The desegregation of schools has prompted many school systems throughout the country to establish in-service human relation programs. The primary objective of these programs is to increase the competence of school administrators, teachers, human relation advisors, and other professional and support staff in dealing with the many issues associated with desegregation. One pervasive issue that significantly influences the character of desegregated schools and the role of school staff is "conflict."

Conflict may be defined as the struggle for mastery or striving to overcome. It refers to a sharp disagreement or collision in interests and/or ideas, and emphasizes the process rather than the end. Conflict is experienced by all human beings. A person, for instance, may be hostile or vehemently opposed to a particular political ideology, to a certain position on social issues, to the present state of affairs in relation to the economic status of America, or to equal education for all Americans regardless of race, color, or creed.

Most professionals and support staff who work in public school settings have encountered conflict in one form or another. This is particularly true in desegregated school settings where conflict may be created because of ethnic and cultural differences among students. The attitudes and manifest behavior of school staff toward an ethnic minority group member, for example, may impede communication and the development of any kind of a relationship. A minority student's reaction to a school regulation that is antithetical to prized cultural value may create conflict. Conflict, therefore, may be created by racist attitudes and/or value differences. It may also be created by an unresolved problem, poor communication, or the lack of understanding of cultural value differences.

How to effectively deal with conflict continues to be a challenge to staff in desegregated school settings. Among the problems that in-service human relation programs have experienced in training school staff are the paucity of information on "conflict management" and the

lack of training guidelines. This human relations training guide was developed in response to these needs.

This guide is designed for the person who is responsible for teaching school staff about conflict management. It is a series of unit modules or mini-courses which can be combined to form a program of instruction. This system allows the training program to provide remedial or advanced materials for those staff members who need or desire them. The flexibility of this model allows for programs of instruction to be available on an individual school or district-wide basis for one or more individuals. Each unit includes a content area, objectives and related competencies, training activities, training resources and evaluation. Actual content and length of time for training can vary according to need or training objectives. Thus, instructional material can be designed to relate directly to performance objectives. Units can be selected specifically for staff member needs, desires, or training program objectives. An example of an instructional program that was designed using various unit modules is contained in Appendix A.

UNDERSTANDING CONFLICT
(Units 1-2)

Unit one deals with defining the term "conflict" and identifying the causes, functions, and symptoms of conflict. Unit two identifies conflict in education, the degree of conflict among students, and conflict created by the attitudes of school staff in desegregated school settings. The primary objective of these two units is to provide the human relations training coordinator with basic information for developing the competence of school staff in managing conflict in desegregated school settings.

"Education is a social process...

Education is growth

Education is not preparation for life;

Education is life itself."

John Dewey

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES
UNIT 1		
Defining Conflict	1. To increase understanding of conflict. 2. To increase understanding of the functions of conflict. 3. To increase understanding of conflict in school settings. 4. To increase understanding of competencies needed to manage conflict.	1. Define the term conflict. 2. Identify causes of conflict. 3. Identify conflict created by political, social, economic, employment, racial, and cultural issues. 4. Identify symptoms of conflict. 5. Identify and examine conflict in education. 6. Identify conflict created by traditional education curriculum. 7. Identify conflict created by traditional education delivery systems. 8. Identify conflict created by school staff. 9. Define the skills required to manage conflict.

UNDERSTANDING CONFLICT

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
1. Workshop - Each participant complete statement "Conflict is..." and discuss as a group. 2. Case analysis of conflicting student roles. 3. Individual assignment of each participant listing the causes of conflict. 4. Lecture - "Conflict and Human Behavior." 5. Self-analysis - each participant assess and list his/her competencies in managing conflict. 6. Film - "Patterns of Human Conflict" and/or "King of the Hill."	INSTRUCTIONAL AIDS Sentence completion - "Conflict Is" (see Appendix B). Case analysis - "Conflicting Roles" (see Appendix C). Self-analysis - "Conflict Worksheet" (see Appendix D). FILMS King of the Hill by Rolf Forsberg. Arthur Barr Productions, Inc., P.O. Box 7-C, Pasadena, California. Film opens up array of concepts concerning individual and group interaction: competition, conflict, cooperation, accommodation, assimilation, stratification, domination, segregation, discrimination, and cultural pluralism. Patterns in Human Conflict by David C. King. Tarrytown, New York: Warren Schloat Productions, Inc., 150 White Plains Road, 1973. Film is a dynamic mini-course in conflict resolution. Patterns of Human Conflict uses inquiry to introduce students to the meaning, functions, levels of, and resolutions to conflict. ARTICLES Davis, Robert E. "Conflict Management." Paper presented at conference on Education, St. John's College, August, 1973.	1. Statement on definition of conflict. 2. Articulation. 3. Demonstration. 4. Observation. 5. Test.

UNDERSTANDING CONFLICT

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
	Main, Allen P. and Roark, Albert E. A Consensus Method to Reduce Conflict. Personnel Guidance Journal. 53:10, 1975, 754-759. BOOKS Palomares, Uraldo and Logan, Ben. A Curriculum on Conflict Management. La Mesa, Calif.: Human Development Training Institute, 7574 University Ave., 1975. Pearson, Craig. Resolving Classroom Conflict. Palo Alto, Calif.: Learning Handbooks, 1974.	

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES
UNIT 2 Conflict in Desegregated School Settings.	1. To increase understanding of conflict in desegregated school settings. 2. To demonstrate comprehensive understanding of how to deal with conflict in desegregated school settings.	1. Identify conflict in school setting that can be attributed to desegregation. 2. Define conflict created by ethnic and cultural differences. 3. Identify conflict created by institutional racism. 4. Identify conflict created by student attitudes toward education.

UNDERSTANDING CONFLICT

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
1. Lecture - "Cultural Conflicts in Education." 2. Workshop - case analysis/small group discussion. 3. Role Playing Simulation. 4. Interviews with students and parents. 5. Film - "Black is the Color" and/or "Children of the Inner City."	INSTRUCTIONAL AIDS Case analysis - "Problem-Solving in a Desegregated School Setting" (see Appendix E). "Mistake." In: Cultural Patterns in Urban Schools by Joseph D. Lohman. Berkeley, Calif.: University of California Press, 1969. (see Appendix F). "Simulation: Dynamics of School Conflict" (see Appendix G). FILMS Black is the Color by Robert Rubin. Film Modules Distribution, 496 Deer Park Ave., Babylon, N.Y. Film is designed to stimulate discussion concerning teacher fear of students and fear of Black students in particular. The story begins at a skating rink during a school outing. Horseplay results in an injury and a near riot.. Confrontation first polarizes along racial lines and ends with open violence. Children of the Inner City. SVE, 1970. Film presents the daily activities, cultural backgrounds and unique problems of inner-city children from six different racial and ethnic groups. ARTICLES Freedman, Arthur M. "Central University: Managing Intergroup Conflict." In: Intergroup and Minority Relations: An Experiential Handbook. Fromkin,	1. Observation. 2. Articulation. 3. Demonstration. 4. Test.

UNDERSTANDING CONFLICT

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
	Howard L. and Sherwood, John J. (eds.) LaJolla, Calif.: University Association, 1976. Gordon, Milton M. and Roche, John P. Segregation - Two-Edged Sword. New York Times. April 25, 1954. Watson, P. The racial gap. Psychology Today. September, 1972. Williams, Robert I. School Desegregation: A Success in Minneapolis. Integrated Education. July/August, 1976. BOOKS Anderson, Theodore, and Boyer, Mildred. Bilingual Schooling in the United States. 2 vols. Washington, D.C.: U.S. Government Printing Office, 1970. Boyle, Sarah T. The Desegregated Heart. New York: William Morrow and Company, 1962. Carter, Thomas P. Mexican-Americans in School: A History of Education Neglect. Princeton, N.J.: College Entrance Examination Board, 1970. Edwards, T. Bentley and Wirt, Frederick M. School Desegregation in the North: The Challenge and the Experience. San Francisco, Calif.: Chandler Publishing Company, 1967. Fontaine, William T. Reflections on Segregation, Desegregation, Power and Morals. Springfield, Illinois: Charles C. Thomas Publishing Company, 1967.	

UNDERSTANDING CONFLICT

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
	Ford, David L. Readings in Minority-Group Relations. LaJolla, Calif.: University Association, 1975. Marcus, Sheldon and Rinlin, Harry N. Conflicts in Urban Education. New York: Basic Books, 1970. Southwest Michigan League of Community Colleges. Institutional Racism in American Society: A Primer. Detroit, Michigan: Wayne County Community College, 1975. Szasz, Margaret. Education and the American Indian: The Road to Self-Determination 1928-1973. Albuquerque, N.M.: Univ. of New Mexico, 1974.	

MANAGING CONFLICT IN DESEGREGATED SCHOOL SETTINGS
(Units 3-8)

Units three through eight pertain to managing conflict in desegregated school settings. The primary objective of this section is to provide information on ethnic and cultural differences, academic achievement, and language differences and the impact of these factors on managing conflict. Another objective of this section is to provide information on alternative ways for preparing schools for desegregation. A final objective of this section is to provide the user of the human relations training guide information on how school staff might evaluate their area(s) of responsibility in relation to facing, avoiding, and resolving conflicts in a desegregated school setting. This unit also includes ideas for teaching concepts related to professional development.

"Education makes people easy to lead,
but difficult to drive;
easy to govern,
but impossible to enslave."

Henry Peter

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES
UNIT 3 Recognizing Ethnic and Cultural Differences.	1. To increase understanding of significance of positive attitudes in dealing with conflict created by ethnic and cultural differences. 2. To increase ability to understand and relate to different ethnic and cultural groups.	1. Examine racist attitudes manifested in society. 2. Define the concept stereotypes. 3. Identify ways of eradicating racist attitudes. 4. Clarify values in relation to one's self and others. 5. Identify goals for human understanding.

MANAGING CONFLICT IN DESEGREGATED SCHOOL SETTINGS

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
1. Individual study - Identification of racist attitudes in school district. 2. List characteristics of stereotype. 3. Values clarification session. 4. Lecture - "Cultural Differences." 5. Role playing. 6. Filmstrip/Audio-tape - "Stereotyping" and/or "Understanding Intergroup Relations." 7. Goal analysis.	INSTRUCTIONAL AIDS Completion of form - "Stereotyping" (see Appendix H). Goal Analysis - "Goals for Human Understanding" (see Appendix I). FILMSTRIPS/AUDIO-TAPES Stereotyping/Master Race Myth by Ethel J. Alpenfels. Pound Ridge, N.Y.: Subburst Communications, Inc., 1973. Filmstrip probes the working of prejudice; what it is, how it grows, how it is mutually destructive to all concerned, and how it can be eradicated. Stresses the importance of facts and shows that prejudice has no basis in fact. Understanding Intergroup Relations. Washington, D.C.: National Education Association, 1201 Sixteenth Street, N.W., 1972. Filmstrip is designed for school staff and education association human relations committees who have interest in developing good relations among different groups in schools. ARTICLES Ayers, George. Teacher Attitudes and Black Children. Kappa Delta Pi Record. 7:1, 1970, 22-24. King, Ruth G. "I am Somebody" - Black Student's Self Concept." In: Intergroup and Minority Relations. Fromkin, Howard L. and Sherwood, John L. (ed.). LaJolla, Calif.: University Association, 1976	1. Articulation. 2. Observation. 3. Demonstration. 4. Test.

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
	BOOKS Allport, Gordon. The Nature of Prejudice. New York: Doubleday and Company, 1958. Citron, Abraham. The 'Rightness of Whiteness'. Detroit, Mich.: Michigan/Ohio Regional Education Laboratory, 1969. Maynard, Richard A. The Black Man on Film: Facial Stereotyping. Rochelle Park, N.J.: Hayden Book Co., Inc., 1974. Simon, Sidney B., Howe, Leland W., and Kirschenbaum, Howard. Values Clarification. New York: Hart Publishing Company, 1972.	

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES
UNIT 4 Understanding Academic Achievement Among Ethnic Minority and Culturally Different Students	1. To increase understanding of learning styles of ethnic minority and culturally different students. 2. To increase understanding of measures of academic achievement. 3. To increase understanding of development of human potential in cognitive and affective domains of behavior.	1. Examine attitudes of ethnic minority and culturally different students toward academic achievement. 2. Examine development of cognitive skills. 3. Identify cultural barriers to academic achievement. 4. Identify ways of promoting academic achievement. 5. Examine significance of standardized testing in measuring academic achievement. 6. Identify non-standardized approaches for measuring academic achievement. 7. Examine education and vocational aspirations of ethnic minority and culturally different students.

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
1. Individual study - review of academic records on achievement in local school district. 2. Lecture - "Measuring Academic Achievement." 3. Study of tests used by local school district to measure achievement. 4. Test - "Chitlin Test." 5. Individual assignment of listing alternative ways for measuring academic achievement of ethnic minority and culturally different students. 6. Filmstrip/audio-tape - "Profile of Black Achievement."	FILMSTRIPS/AUDIO-TAPES Profile of Black Achievement by Margaret Walker Alexander and James Van Der Zee. Pleasantville, N.Y.: Guidance Associates, Washington, D.C., 19[illegible]3. Filmstrip exposes audience to eight sensitive, creative personalities. They were all born in the late 1800's or early 1900's, and each participated in this series through exclusive interviews and photographic sessions. Margaret Walker Alexander - Poet, Novelist, teacher; James Van Der Zee - Photographer; Eubie Blake - Composer; Noble Sissle - Lyricist, Orchestra leader; Arna Bontemps - Author, Librarian, teacher; Aaron Douglas - Artist; Sterling Brown - Poet, critic, teacher; and Alma Thomas - Painter, Art teacher. ARTICLES Alker, Hayward and Russet, Bruce. On Measuring Inequality. Behavioral Science. 9 (July, 1964), 207-218. Caplan, Stanley, W., and Ruble, Ronald E. "A Study of Culturally Imposed Factors on School Achievement in a Metropolitan Area." The J. of Educ. Research 58 (September, 1964) pp. 16-23. Cattrell, Raymond. "A Culture Free Intelligence Test." J. of Educ. Psych. 31 (March, 1940) pp. 161-179.	1. Observation. 2. Articulation. 3. Demonstration. 4. Test. 5. Report on survey. 6. Report on measuring academic achievement.

MANAGING CONFLICT IN DESEGREGATION SCHOOL SETTINGS

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
	Coleman, James S. Class Integration - A Fundamental Break with the Past. Sat. Review. May 27, 1972, 58-59. St. John, Nancy. Desegregation and Minority Group Performance. Review of Educ. Res. 40 (Feb., 1970) 111-133. BOOKS Jencks, Christopher. Inquality: A Re-assessment of the Effect of Family and Schooling in America. New York: Basic Books, Inc., 1972. Kozol, Jonathan. Death At An Early Age. Boston, Mass.: Houghton-Mifflin Co., 1967.	

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES
UNIT 5 Understanding Linguistic Differences	1. To increase understanding of language differences.	1. Examine racism in the English language. 2. Identify term, phrases, and labels which may be offensive to ethnic minorities and culturally different students. 3. Identify ways language can aid rather than prevent effective communication.

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
1. Language Interpretation - Complete statement on "Definitions" (Appendix J). 2. Lecture - "Language and Cultural Differences." 3. Film - "Alienating Language." 4. Role-playing.	INSTRUCTIONAL AIDS Completion of form - "Definitions" (see Appendix J). FILMS Alienating Language by Far West Laboratories for Education, Research & Development. New York: Anti-Defamation League, 315 Lexington Ave. Film shows examples of how language can prevent communication and create conflict between school staff and students. ARTICLES Aarons, Alfred C. Linguistic-Cultural Differences and American Education. Florida F.L. Reporter, 1969. Ayers, George E. Communicating with Inner-City Children. School Health Review, 3:1, 1972, 3-6. D'Arrigo, Peter. "Variables and Instructional Arrangements for the Non-English Speaking Child in the School Program." Elementary English 44 (March, 1972) pp. 405-409. Fishman, Joshua. "Attitudes and Reliefs about Spanish and English among Puerto Ricans." Viewpoints 47 (March, 1971) pp. 51-73. Labor, William. The Non-Standard Vernacular of the Negro Community: Some Practical Suggestions. In: Position Papers from Language Educ. for the	1. Test. 2. Observation. 3. Written assignment. 4. Demonstration. 5. Articulation.

MANAGING CONFLICT IN DESEGREGATED SCHOOL SETTINGS

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
	Disadvantaged. Washington, D.C.: NDEA Institute, 1968, pp. 4-7. Sepulveda, Betty. "The Language Barrier and its Effect on Learning." Elementary English. 50 (February, 1973) pp. 209-217. BOOKS Abraham, Roger D. and Rudolph, C. Troike (ed). Language and Cultural Diversity in America. Englewood Cliffs, N.J.: Prentice Hall, 1972. Rich, Andrea L. Interracial Communication. New York: Harper & Row, 1974. Roberts, Hermese E. The Third Ear: A Black Glossary. Chicago: The English-Language Institute of America, 1971. Williams, Robert L. (ed.) Ebonics: The True Language of Black Folks. St. Louis, Missouri: The Institute of Black Studies, 1975.	

MANAGING CONFLICT IN DESEGREGATED SCHOOL SETTINGS

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES
UNIT 6 Preparing Schools for Desegregation	1. To increase awareness and understanding of critical factors in preparing s schools for desegregation. 2. To provide productive learning environment for students.	1. Identify ways school staff can prepare for desegregation and dealing with a diversity of students. 2. Identify problems students have in adjusting to school integration. 3. Examine the impact of desegregation on school policies and regulations. 4. Identify ways school staff can reflect positive attitudes and support for school integration. 5. Define ways for assuring that all students in a desegregated school system understand rules and school procedures. 6. Identify ways of maintaining open communication among all students and between students and school staff. 7. Define ways for students to share differences in life style and values and the richness of experience coming from exposure to cultural diversity.

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
1. Lecture - "What Happens When Schools Desegregate or Integrate?" 2. Interviews with ethnic minority and culturally different students. 3. Survey of school staff attitudes toward desegregation. 4. Individual assignment - list problems one might experience in teaching students with different learning styles. 5. Role-playing. 6. Interviews with school administrators. 7. Examine school rules and policies for discriminatory statements. 8. Individual study - communicating with the culturally different.	BOOKS Cottrell, Mildred C. Bilingual Education in San Juan County, Utah. A Cross Cultural Emphasis. New York: ERIC Document Reproduction Service, ED 047-855, February, 1971. Havighurst, Robert J. Education in Metropolitan Areas. Boston: Allyn and Bacon, Inc., 1966. Heller, Celia. Mexican American Youth: Forgotten Youth at the Crossroads. New York: Random House, 1966. Mecer, Walter A. Humanizing the Desegregated School. Vantage, 1973. National Education Assoc. Desegregation, Integration: Planning for School Change. Washington, D.C.: Author, 1974. Smith, Al (et al). Achieving Effective Desegregation. Heath, 1973. Weinberg, Meyer. School Integration: A Comprehensive Classified Bibliography of 3,100 References. Chicago: Integrated Education Associates, 1967. Wise, Arthur E. Rich School, Poor Schools: The Promise of Equal Educational Opportunity. Chicago: The University of Chicago Press, 1967.	1. Observation. 2. Written report of survey and assignment. 3. Articulation. 4. Test. 5. Demonstration.

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES
UNIT 7		
Developing a Pluralistic Academic Curriculum.	1. To increase understanding of kind of curriculum needed to serve diversity of students. 2. To stimulate curriculum modification to include information on different ethnic and cultural groups.	1. Identify curriculum needs of ethnic minority and culturally different students. 2. Identify changes needed in curriculum to include information on ethnic minority and the culturally different students. 3. Examine the barriers to developing a pluralistic academic curriculum. 4. Examine the role of the home environment in developing and implementing a pluralistic academic curriculum. 5. Identify the education needs of students.

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
1. Individual assignment - develop an outline of a pluralistic curriculum in specific discipline area. 2. Analysis of school curriculum presently being used by the school system. 3. Review and evaluate multi-racial instructional materials. 4. Interview students. 5. Survey curriculum resources for teaching ethnic minority and culturally different students.	ARTICLES Guerra, Manual H. "Educating Chicano Youths and Children." Phi Delta Kappan 53 (January, 1972) pp. 313-314. Thompson, J. M. Preventing educational change: games educators play. California Teachers Assn. 1967, 63, 23-25. BOOKS Baxter, Katherine (ed). The Black Experience and the School Curriculum: Teaching Materials for Grades K-12. Philadelphia, Penn.: Wellsprings Ecumenical Center, 1968. Grambs, Jean Dresden. Intergroup Education: Methods & Materials. Englewood Cliffs, N.J.: Prentice Hall, 1968. Hirschfelder, Arlene. Bibliography of Sources and Materials for Teaching About American Indians. American Assn. on American Indians. National Education Association. Multi-Ethnic Teaching Materials and Teacher Resources. Washington, D.C.: Author. Stent, Madelon D., Hazard, William R., and Rivlin, Harry N. Cultural Pluralism in Education: A Mandate for Change. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1973.	1. Written assignment. 2. Observation. 3. Articulation. 4. Demonstration.

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES
UNIT 8		
Evaluation	1. To provide participants with knowledge and skills to evaluate all areas under his/her responsibility. 2. To increase understanding of interpersonal relationships. 3. To increase relation skills. 4. To increase effectiveness in working with a diversity of students.	1. Define role and function of school staff in evaluating responsibilities as they relate to serving ethnic minority and culturally different students. 2. Determine methods for evaluating the delivery of educational services. 3. Determine method to evaluate communications and interpersonal relationships. 4. Define factors which represent barriers to the development of relationships. 5. Define factors that represent facilitators to the development of human relationships. 6. Determine method to evaluate education process in relation to total needs of ethnic minority and culturally different students. 7. Define method for evaluating school staff members personal and professional growth and development.

MANAGING CONFLICT IN DESEGREGATED SCHOOL SETTINGS

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
1. Lecture - "Evaluating One's Responsibilities and Their Impact on Serving a Diversity of Students." 2. Individual study. 3. Design method for evaluating one's communication with students from different cultural backgrounds. 4. Develop a program for one's personal and professional growth in dealing with a diverse student population. 5. Workshop activity - develop evaluation methods for delivering educational services. 6. Group Dynamics session.	INSTRUCTIONAL AIDS Read - Rogers, Carl. "To Be That Which One Truly Is': A Therapist's View of Personal Goals." (A copy of this paper which is undated can be obtained from Title VII Project Office, Racine Public Schools.) Review - "Becoming - Relating" by Chester Cromwell (et al). Philadelphia, Penn.: J. B. Lippincott Co., East Washington Square. This instructional aid (kit) provides participants an introduction to the basic processes of interpersonal relations - getting acquainted, developing trust, disclosing information about oneself, and providing feedback to others. One purpose of these investigations is to prepare the group for participation in the more personally involving activities in following parts. By helping participants learn about one another and creating an atmosphere of trust in which all members are willing to share their thoughts and feelings fairly openly, these investigations seek to transform the groups, so that they can more profitably work together. Review - "Becoming - Interaction" by Chester Cromwell (et al). Philadelphia, Penn.: J. B. Lippincott Co., East Washington Square. A chief cause of problems in interpersonal relations, as well as conflicts between groups and nations, is discrepancies in perception. All persons have a unique set of pace experiences that affects the way they view the world.	1. Observation. 2. Written design. 3. Professional development program. 4. Demonstration. 5. Articulation. 6. Test

MANAGING CONFLICT IN DESEGREGATED SCHOOL SETTINGS

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
	Perspectives then, deals with the problem of seeing the world through another's eyes, respecting that person's vantage, and accepting differences in frames of reference without rejecting that person. ARTICLES Novak, Michael. The New Ethnicity: It Grows Out of Personal Experience. Center Magazine. 7 (July/Aug., 1974) 18-73. Rosenberg, Max. Test Your H.R.Q. (Human Relations Quotient). Teacher, March, 1973. BOOKS Johnson, David W. Reaching Out: Interpersonal Effectiveness & Self-Actualization. Englewood Cliffs, N.J.: Prentice Hall, 1972. Jones, John E. and Pfeiffer, William. Structured Experiences for Human Relations Training. Iowa City, Iowa: Univ. Assoc., P.O. Box 615, 1974. Otto, Herbert. Group Methods to Actualize Human Potential: A Handbook. San Diego, Calif.: National Center for Exploration of Human Potential. Pfeiffer, J. William and Heslin, Richard. Instrumentation in Human Relations Training. Iowa City, Iowa: Univ. Assoc., P.O. Box 615, 1973.	

CONTENT AREA	OBJECTIVES AND RELATED COMPETENCIES	
	PURPOSE	LEARNING OBJECTIVES

TRAINING ACTIVITIES	TRAINING RESOURCES	EVALUATION
	Rogers, Carl R. Freedom to Learn. Columbus, Ohio: Charles E. Merrill Co., 1969. Smith, Arthur L. Transracial Communication. Englewood Cliffs, N.Y.: Prentice Hall, 1973.	

APPENDICES

APPENDIX A

OUTLINE OF AN INSTRUCTIONAL PROGRAM ON "CONFLICT MANAGEMENT"

INTRODUCTION

This instructional program on "Conflict Management" was designed to provide Human Relations Advisors in the Racine, Wisconsin School District an opportunity to further develop their competence in dealing with conflict in desegregated school settings. The program or workshop can be adapted for use with teachers, administrators, or other professionals in a school system, and with slight modifications, it could be adapted for use with support staff - bus drivers, custodians, audio-visual coordinators or other such instructional support staff people. It can be held one day per week for four weeks as was done in this case, or could be held on four successive days. The following outline is only an illustration or guide from which one could design a workshop, seminar or conference on "Conflict Management" suited to his/her specific training needs.

WORKSHOP: CONFLICT MANAGEMENT

School District _____
Location _____
Date _____

SCHEDULE OF ACTIVITIES

First Day	Activity	Strategy
Morning	Orientation of Workshop Faculty.....	Group Discussion
	Opening Session Purpose & Objectives of Workshop Introduction of Workshop Faculty "Managing Conflict in Desegregated School Settings".....	Lecture
	Break	
	Session II - Define conflict, examine concept of conflict and school related conflict.....	Workshop Small Group Discussion

First Day	Activity	Strategy
	Lunch	
Afternoon	General Session (III) "Conflict in Educational Environments from the Perspective of a Student"	Interviews with minority students.
	Break	
	Session IV - Identify conflict in own school setting	Workshop Small Group Discussion
Second Day		
Morning	General Session (V) "Values Clarification and Assertive Training"	Lecture
	Break	
	Session VI - Develop five strategies for managing conflict	Workshop Small Group Discussion
	Lunch	
Afternoon	General Session (VII) "Dealing with Interpersonal Conflicts"	Video-tape - "Assimulated Encounters"
	Break	
	Session VIII - Develop five strategies for managing conflict in own school	Workshop Small Group Discussion
Third Day		
Morning	General Session (IX) "Conflicts with Educational Institutions: A Parent's View"	Interviews with parents
	Break	

Third Day	Activity	Strategy
	Session X - Develop five strategies for Managing Conflict with Parents	Workshop Small Group Discussion
	Lunch	
Afternoon	General Session (XI) "Conflict in School Settings for Chicanos"	Lecture
	"Bi-Cultural and Bilingual Education"	Lecture
Fourth Day		
Morning	General Session (XII) "Inter-Cultural Conflicts: A Black Perspective"	Lecture
	Break	
	Session XIII - Develop five strategies for Managing Inter-Cultural Conflicts	Workshop Small Group Discussion
	Lunch	
Afternoon	General Session (XIV) "Innovative Advocacy Techniques"	Lecture
	Break	
	Session XV - Problem Solving Experience	Workshop Small Group Discussion
	General Session (XVI) - Closing of Workshop	
	"Summary of Activities"	Lecture
	"Evaluation"	Group Discussion

APPENDIX B

"CONFLICT IS"

"Each person has within himself/herself the resources to determine his/her own definitions." Following are a list of incomplete statements. Your responsibility is to complete the statements.

Conflict is...

When I see conflict arising, I...

The best way to resolve conflict is...

In a conflict situation, I am afraid of...

"CONFLICTING ROLES"

Because we do not live or work in a society or setting that is homogeneous means that frequently we are either called upon to play incompatible roles, or compelled to choose between two roles, both of which we would like to play.

In this activity you are to illustrate conflicting requirements and choices which are imposed upon you in your work setting.

Example: Conflicting Student Roles

Role 1	Role 2
Friends Expectations: good job, parties, campus politics, fraternity affairs, dating and out with the boys.	Parental Expectations: good grades, conscientious study, writing home regularly, spending money carefully, preparing for future occupation.

CONFLICT WORKSHEET
Competencies Needed to Manage Conflict

This conflict worksheet is designed to help you focus on skills required in relating to conflict. Under three headings, a list of related principles are given, followed by a space for listing competencies exhibited by a person carrying out the principles. To use the worksheet individually, read the principles, think of as many competencies as possible that you feel would be necessary to make it operative. Record these competencies in the space provided. To use the workshop as a group, separate into two or more subgroups. Work as a team following the same procedure as directed above. If time allows, you will have an opportunity to share your competencies for avoiding, facing and resolving conflict with the other subgroups.

SECTION I

To develop your competencies in this section, consider yourself a member of the conflict situation.

Avoiding Conflict

1. Work on establishing good relationships with the other person.

2. Encouraging the other person to express his/her viewpoint.

3. Use an organized step-by-step method to deal with problems.

4. Determine what you can concede without sacrificing your principles.

Facing Conflict

1. Determine how strongly the other person holds his/her viewpoint.

2. Determine how strongly you hold your own viewpoint.

3. Consider the alternatives to open, angry confrontations.

4. Estimate the results of continuing the conflict.

Resolving Conflict

1. Establishing an atmosphere or environment in which the conflict is most likely to be resolved.

2. Write the conflict in terms that both sides agree expresses the conflict.

3. Let both positions be examined with an understanding of the other's point of view.

4. Consider, compromise and alternatives.

5. Plan to eliminate need for future conflict.

SECTION II

To develop your competencies in this section, consider yourself a non-member or third party to the conflict situation.

Avoiding Conflict

1. Work on establishing good relationships between others.

2. Encouraging the other persons to express their viewpoint.

3. Help others use an organized step-by-step method to deal with the problem.

4. Help them determine what they can concede without sacrificing their principles.

Facing Conflict

1. Determine how strongly the people hold their viewpoints.

2. Determine how strongly you hold your own viewpoint.

3. Consider the alternatives to open, angry confrontations.

4. Estimate the results of the conflict continuing.

Resolving Conflict

1. Establish an atmosphere or environment in which the conflict is most likely to be resolved.

2. Write the conflict in terms that both sides agree expresses the conflict.

3. Let both positions be examined with an understanding of the other's point of view.

4. Consider compromise and alternatives.

5. Plan to eliminate the need for future conflict.

PROBLEM-SOLVING IN A DESEGREGATED SCHOOL SETTING

You are a group of people in XYZ community which has come together because you feel your three recently-desegregated junior high schools may need some help in dealing with potential problems. Some problems will need to be solved if people in the school community are going to get along with each other. Your main concern is to make sure there is no discrimination so that each student will get the best education in an equal way.

A parent, whose son is bussed to school Z, has come to you for help. She overheard a group of students gathered at her house talking about how they can stand around in one hall intersection at school and nobody will bother them about getting to classes. It is quite a joke about how they can do whatever they please in the school. Mrs. Green checked this out with her son later and he confirmed that it was true. He said that whenever the black students gather anyplace the staff leaves them alone. If someone does tell them what to do they never are forced to do it anyway.

Mrs. Green feels this is prejudiced behavior. She thinks the school people are afraid to force the black students to be in class and that they don't care if the black students get the same education as white students. Her concern is for an equal education for her son; she does not think the school is doing its job.

Since your group is made up of students, teachers, parents, and other citizens concerned about equal educational opportunities, you have two questions to answer:

1. Is this a real problem in school Z?

2. If so, how are you going to solve this problem?

APPENDIX F

"MISTAKE" *

"When the jungle begins to take over, put a stop to it!" Miss Hardin tossed her grey head in the direction of the auditorium floor where several dozen junior high couples were stamping and whirling rhythmically to a lively record of shrieking music. There was a controlled smile on her lips, but her jaw was very firm and her voice determined.

"We'll keep an eye on the monsters", said big Tom Trayner, laughing good-humoredly. He really hadn't the slightest intention of interfering with the students' dancing, and the choice of records was up to the student committee, as far as he was concerned.

"Things'll be okay", added Marge Milding, "we'll keep the lid on." The third teacher assigned to supervise, Art Hobble, turned away to station himself at the far side of the room. Miss Hardin, with hesitation and reluctance, walked to the door and left the auditorium just as another group of excited youngsters burst through, some wiping the last trace of their lunch from their lips.

"Hardy is afra[illegible] Africa will take over every time we let them have a noon dance", Marge laughed, her grey eyes sparkling. (Tom found her neat blue coat beautiful against her blonde hair.)

"So they get biological when the beat gets bold and the blood is up! Has nothing to do with race. Caucasian kids like body movements and friction just as much as the others. It's not youth, trying to stay that way in this chilly old auditorium." Tom looked down at Marge; their eyes met, and she looked a little embarrassed. She threaded her way over to the table where the student body secretary was operating the record player. She set her bag down, smiled at Judy, took out a coin and got herself a Coke from the machine. The room was crowded with young people, only some of whom were dancing. Of the hundred-odd students, about a dozen were Negro. There were a few Orientals, and the rest were Caucasian. Some were clean and well-dressed. Others were rather shabby. There were at least twice as many girls as boys, and most of the girls were much taller than their partners. Some girls danced together.

On the far side of the room, Art was marching up and down, overseeing the students very closely. Tom, on the other hand, was leaning against the wall chatting with a cluster of girls. Marge took a big swallow of Coke and caught herself moving smartly to the quick music. She'd like to dance a little herself.

"Keep your hands off me!" Marge heard the angry exclamation and saw a commotion at the far side of the room. Art was holding the arm of a tall, thin Negro boy who was struggling and whirling around the big

* Taken from Cultural Patterns in Urban Schools, by Joseph D. Lohman. Berkeley, California: University of California Press, 1969.

teacher. Art moved him to the door, but the dancing broke off as other students pushed around to watch. Before Marge could do a thing, Judy stopped the record and stepped to the microphone.

"All right, people, let's have your attention!" Her voice was serious and confident. She waited until she had silence. "Miss Hardin has been worried about the way we dance..." A chorus of groans and snorts of disgust interrupted her. She waited. "Well, anyway, Miss Hardin thinks we don't know how to dance properly." A couple of guffaws. "Let's prove we can. Now, the next record."

The dance went on. Marge moved over to the circle of students around Tom and worked her way to him. When she spoke, the students withdrew, and some began dancing.

"What was the fuss with Art?" she asked. "No big thing," Tom shrugged. "He didn't like the way Larry was moving. Grabbed him, and that set Larry off. As far as I could see, he was dancing about like everyone else. So, maybe his id was a little active, and his libido was running loose. Art's a little tight, you know, but Hardy wants us to get the ones like Larry."

"Larry's all right, he just dances a little wild..." Marge's voice trailed off. She was sorry Larry was in trouble again. She didn't think he deserved to be. Just then Art came in the far door, a little red in the face. With a determined stride, he crossed to the front of the room, ignoring Judy. He stopped the record in the middle of the dance and shouted into the microphone:

"Boys and girls, we're not going to have any more Congo Crawling. We'll dance like ladies and gentlemen, or we won't dance at all." A number of girls caught their breaths indignantly, and several boys booed. One near Tom shouted, "Horse crap!"

Heavy silence fell. Then over the mike, Art shouted to Tom, "Nab that meatball!"

Before Tom could do anything, a tall blonde boy walked over to him and stood patiently, his hands in his pockets. "It was me," he said simply. Tom tried to hide his annoyance at Art's order as he turned with the young man toward the door. "Come on," he said.

"Now," said Art, and paused, "we can have a dance, I said dance, or we can go on out and wrestle on the playground or in the gutter somewhere. We won't have any more nonsense in this auditorium! Which shall it be?"

Judy, the red-haired mistress of ceremonies, stood beside the record player forlornly, her hands dangling awkwardly at her sides. Marge tried not to look at any of the students who knew her. There was a long silence. Several boys quietly slipped out, some by one door and some by another. Then Art turned to Judy. "Go ahead and play them some decent music, and let's see if they can dance decently."

Judy's voice quaked a little as she announced. "Okay, people, here's..."

Just before the end of the dance, Miss Hardin came in to check. Now only about fifty students were left in the room, with perhaps ten boys among them. All of the Negro boys had gone, but several Negro girls remained. Two were dancing together. Tom was back, looking despondent. Art stood near the mike and watched the students closely. Two other teachers were also on hand, but there was no need for them. They were seated in the back, talking to themselves and laughing. Marge thought of her bag, went to pick it up, and then, checking, was shocked to find her coin purse missing. In dismay and disbelief she told Miss Hardin.

"That does it!" Miss Hardin's eyes flashed fire. "Animal cavorting and petty thieving. We've had enough for one day. This is the end of noon dances." She rushed to the microphone and declared, "Something has been stolen! No student will leave the room until it has been found! The dance is ended. Take seats and sit quietly until the stolen property is returned. There will be absolutely no talking."

For several minutes the students sat in silence while the teachers and their vice-principal talked in low tones near the microphone. Judy had been sent to sit among the others toward the back of the room. She was not under suspicion, really; still, she was the only student who had been near the bag all the time. No other student seemed to have been there except fleetingly while dancing. There was a great deal of anxiety on many faces, and some anger. Judy, social secretary of the student body, finally came up to ask Miss Hardin what had been taken and if the student government could do anything about it.

"Never mind, honey," Miss Hardin said, sweetly, "we'll handle the matter ourselves." More firmly. "The thief knows what he has taken. You go ahead and sit down with the others."

For the tenth time, Marge searched her bag furiously, but in vain. The coin purse was gone. She was sorry to lose the five dollars, but she was even more unhappy to see the student dances end in such a negative, unnecessary way. She was ashamed to look at the cluster of students in the back of the room, their pale faces registering silent humiliation or suppressed fury. She knew several of these girls.

"Take the boys to Room 10 and see what you can get out of them," Miss Hardin directed Art Hobble. He moved away briskly to perform his task.

"Let me see what I can do alone with the girls. You can get back to your work." "I have a free period next anyway. Let me try," pleaded Marge, who felt miserable at what she had set in motion. Miss Hardin agreed to let her try. As the other teachers left, Tom turned to her with a pained look and cheered, "Good luck!"

Marge spoke briefly to the students. She was sorry about what had happened. She wanted to help them repair whatever damage had been done, to make future dances possible and to continue and improve the good feelings and relationships among students and between students and the

faculty. If someone had taken something, would they return it? If they would, she promised nothing further would be done or said about it. She would leave the room. While she was gone, each student, individually, would file through the cloakroom, at one end of the auditorium, and leave anything she had taken in the basket on the table. Judy, as student body social secretary, would be in charge. There would be no reprisals. When Marge had finished, she slipped through the door hiding her face in her handkerchief. She was near tears. The girls were very serious and still.

Ten minutes later, when Marge returned, the girls were tense with expectation. Judy stood before them, her face a mixture of pride and shame. Marge checked the cloakroom. Four articles were in the wastebasket. A black Parker pen, with a broken clip. A new tube of vermilion lipstick. One new notebook of the kind the school issued to students. And a brand new package of crayons. There was no wallet.

As Marge turned to leave the cloakroom, Alice slipped inside. She was a gentle little girl, shy, not very able, but very cooperative, a member of Marge's third-period social studies class. Now she looked at Miss Milding, with a tear coursing down her dark cheek.

"I'se very sorry, Miss. I took that notebook and colors. I took them from your desk before lunch. I snuck them into my folder. I los' my notebook and wanted to do good this report card time. I was gonna use the colors for maps and things. I'se sorry, Miss, really sorry."

Marge shook her head, trying to wipe away the whole incident as well as to tell the girl she was forgiven. "It's all right," was all she could say. She jammed her hands deep into her coat pockets and turned aside as Alice backed away. Marge's left hand struck something familiar, but unusual, something out of place. Then she remembered. In her excitement when Art caught Larry, she had dropped her coin purse into her coat pocket.

* * *

QUESTIONS FOR WRITING AND DISCUSSION

1. Comment on the attitudes shown by Miss Hardin, Tom, Marge, and Art. From their behavior at the dance, what kind of teacher would you expect each to be? What kind of relationship with their students would you expect?

2. How do you feel about holding school dances? What is their purpose? Do you see a way in which this difficulty over the types of dancing can be handled with less conflict? If so, how?

3. What do you think of the way the supposed theft was handled in general? What do you think of Marge's method with the girls? How would you have handled a similar situation? What are your ideas about the handling of theft in the school?

4. In Marge's position, what would you have done after discovering there had been no theft? Is there a conflict between what teachers in such a position should do and what they could reasonably be expected to do?

5. What image do many of the faculty seem to have of the students? What are their fears? What basis do their fears appear to have in fact?

6. What do you gather about the racial and socioeconomic make-up of the school? Does this enter into the peer student-faculty relations? How?

7. How does self-image enter into this story? What do you suppose the students reactions are to the dancing limits, to the "theft"?

8. What do you see as the basic conflict in this story: divergent cultural values or adolescent vs. adult values? Explain.

COMMENTS

The incidents in this story cast a disturbing light on the way in which negative student-teacher relationships evolve. The lack of advance planning, the underlying sexual overtones, and the evident disrespect for differences of values are all contributing factors.

Five aspects of this story stand out as requiring a closer look: (1) the purposes of extracurricular activities; (2) rules for organizing extracurricular activities; (3) the role and function of teachers and administrators in extracurricular activities; (4) the attitude of school personnel toward the students; and (5) the problem of stealing in the school.

Extracurricular activities such as athletics, school dances, or special interest clubs provide an opportunity for the child to put into practice the ideas, theories, and facts he has been exposed to in the classroom. By participating in these activities the student is able to put into action principles of good citizenship and democratic procedures. To study the United States Constitution and to read of the great heroes of democracy may have very little real meaning to the student, but to be able to test these ideas, under good supervision and guidance, gives the students a better understanding of their importance and function. In student government, clubs, and team sports, many decisions have to be made. In these student-centered organizations, self-reliance and self-direction and independent thinking and action are encouraged.

Often teachers are not familiar with the cultural backgrounds and value systems of their students. A better understanding of these may help the teacher to select teaching techniques which will bring the best results from the students. Often the classroom does not allow adequate opportunity for both teacher and student to view each other as social beings. The extracurricular activities program provides this opportunity.

Once a school has clearly defined the aims and purposes of its extra-curricular activities program, the next step is to establish rules for the organization of these activities. These need to take into account the idea of student-centered organization. The aim of the program in general and of each specific activity should be made clear to the teachers and the students. The selection of activities should be based on the real interests and needs of the students; as many of them as possible should be involved.

If in "Mistake" some of these steps had been taken the unfortunate central incident might not have occurred. The teachers had no clear understanding of their duties at the dance. Tom Traynor "really hadn't the slightest intention of interfering with the students' dancing..."; Marge Milding was willing to "keep the lid on"; Art Hobble "was searching up and down, overseeing the students very closely"; and two other other teachers were "seated in the back, talking to each other and laughing."

Very little planning, if any, had been done. Setting up the rules, selecting a theme, records, methods of discipline - all the things should have been agreed on before the dance and should have been well-known to student leaders, teachers, and participants. The planning of activities should be a cooperative venture. It should encourage student leadership and not faculty dictatorship. If a theme for the dance had been chosen beforehand, it would not have been necessary for Art to intervene, because the type of dancing would already have been established. If the records had been selected, preferably by the student leadership and subject to teacher review, then Art's statement "go ahead and play them some decent music, and let's see if they dance decently" would be out of order.

Formulation of rules of conduct and mode of dancing help to give both students and teachers direction. If "Congo Crawling" has been decided upon as an acceptable way of dancing, then the students should be allowed to perform it. If it has been declared unacceptable, then those students who prefer it probably would not attend. Teachers should be aware, however, of the current subcultural fads in dancing, and be tolerant of dance forms that may have been called alien, bizarre, or even obscene, in their day. The same relativity is called for in evaluating dances as in viewing adolescent dress or language.

Extracurricular activities can provide opportunities for development "of better understanding and mutual respect between students and teachers. The reference to the students as "monsters," "meatballs," and jungle denizens" by the faculty supervisors at the dance suggests that they do not hold the students in high esteem. Similarly, teachers must be sensitive to nuances in terminology referring to race or minority groups.

The attitude toward the students in this story is a somewhat confusing one. If the school had been predominantly Negro or predominantly lower class, one could explain the distrust by lack of understanding of varying racial or cultural values. But only a dozen of a hundred students at the dance were Negro, and many were described as middle class.

What then led to the concern over the "jungle taking over," "Africa taking over," and "Congo crawling"? One possibility is that this is a changing neighborhood and so a changing school, and that the beginning of an influx of lower-class whites and nonwhites has threatened the security of the principal and some teachers. This period of changing student body make-up is frequently a difficult one. It is also possible that there is basically a lack of communication and understanding between the generations, an adolescent-adult conflict rather than a racial or cultural one.

Stealing is a knotty problem for the school teacher because each case may be unique. Students' motives for stealing may be very different, as well as reflecting differential concepts of regard for property. Some children who come from poor homes with large families are accustomed to freely using the property of others. They also expect others to use their possessions, meager as these may be.

On the other hand, some children who have a clear concept of what they are doing in taking another's property may do it deliberately for a variety of reasons. Some are "acting out" in compensation for problems at home. Some poor children steal so that they can have as much as their fellows, if they in fact do not. Others steal in order to give presents to their friends. Some steal to "get even" with other students or with the teachers. The causes are many and teachers should take this into account in dealing with theft. Some teachers who are able to ascertain the underlying reason for a theft will find a way to recover the lost article in such a way that the child who took it will not be identified. Since the school system may regard stealing as a very serious offense and since punishment may be severe to the point of suspension or dismissal, the teacher may wish to avoid reporting the offense to the office, but will, of course, discuss the matter carefully with the student, cautioning him about repeating the act. The actions of some students may warrant reporting.

"Mistake" includes an especially uncomfortable aspect to the stealing problem, since students have been publicly humiliated over a theft which actually did not occur. It is impossible to state what Marge should do. Art or Miss Hardin would undoubtedly dismiss the error with a comment to the effect that the students had probably stolen plenty of times when they hadn't been caught and that this was poetic justice. But Marge is shown as sensitive to the feelings of the students. Would she be able to see them punished by the loss of their noon dances for a crime she knew had not been committed? On the other hand, will she have the strength to admit that she has made an accusation of theft, with all its resultant unpleasantness, which was not warranted? To what extent is it necessary for a teacher to be right in order to maintain the respect of students? If the incident had taken place within her own class it is likely that Marge would tell the students of the mistake and apologize for having suspected them. It would be infinitely harder to do this when so many were involved, but if she could bring herself to do so, it is likely she would actually gain respect in the eyes of the majority of the students. One wonders, however, whatever Marge's decision, whether a Miss Hardin would allow her to let the students know that the whole episode had been unjustified.

SIMULATION: DYNAMICS OF SCHOOL CONFLICT
(A Role Playing Simulation)

THE ISSUE:

In the first issue of the school newspaper of Thomas Hobbes High School, published September 26, 1970, the following article appeared in a front page box.

STUDENT COUNCIL GOAL: MORE FREE SPEECH ON CAMPUS!

During the summer, the student council has met many times without their faculty sponsor. They have just released a statement of goals for the year.

We have concluded that our major concern during our year in office should be the expansion of students' right to free speech on this campus. To discuss ways of achieving this goal, we are requesting a meeting with Mr. Hunt, our principal.

We believe that students cannot learn to live in a free society by attending schools that are not free. If, as they say, "practice makes perfect," the school should give us a chance to learn and perfect our understanding of this democratic system under the guidance, not the rule, of adults. If our society wants us to develop faith in the goals of democracy, we must be given a chance to practice some of its freedoms. If the changes we are seeking are not implemented, we predict that student discontent on this campus will lead to serious student unrest.

For the foregoing reasons, we, the members of the Student Council of Hobbes High School do hereby unanimously ask the administration and faculty to implement the following requests as soon as possible:

1. Establish a campus Free Speech area where students can gather to express their opinions on controversial issues concerning our school and society.

2. Provide regular space in the school newspaper for the expression of student and faculty views on important issues.

3. Abolish school regulations concerning dress and length of hair.

4. Abolish school regulations which forbid the wearing of buttons on campus.

5. Abolish school regulations concerning the distribution of printed matter and the circulation of petitions on campus.

6. Establish an evaluation committee composed of six students (including the Student Body President), two teachers, two parents, and two administrators. This committee's purpose will be to evaluate the effects of the first five recommendations on the educational environment of the school and to make proposals for other needed changes. The chairman of the committee shall be the President of the Student Body.

THE REACTION:

The publication of the article in the school paper was followed by heated discussion on and off campus, and several days later by an editorial in a local newspaper which strongly objected to what it termed student "demands." The editorial also strongly recommended that the faculty sponsor of the student newspaper be re-assigned for allowing the article to appear, and that the members of the student council be severely reprimanded for their action. The editorial concluded by suggesting that citizens of the community write and call the members of the school board to let them know how they felt about "turning our schools over to the students."

ROLE DESCRIPTIONS:

THE COMMUNITY

Since the community served by Hobbes High School is part of a moderate-sized independent school district, consideration of these student requests will involve members of the school board as well as students, faculty, administrators, and parents.

It must also be assumed that there will be conflicting points of view represented within each group.

SCHOOL BOARD MEMBERS

As a school board member, you are primarily concerned with running the best possible educational system for the least money. It is difficult to tell which priority you consider most important. You favor order and smoothly running schools with a minimum amount of parental dissatisfaction. You were elected by a small minority of the registered voters during a time of apathy over educational matters in the community. You want to continue to represent your community and respond to pressure from your constituents.

In planning your strategies you may want to consider the implications of the following: your job security; concern for your school's and the community's reputation.

ADMINISTRATORS

You are primarily concerned with running a smoothly functioning educational institution with a minimum number of problems from students, teachers, or parents. One of the administrators is an Intergroup Education Officer.

In planning your strategies you may want to consider the implications of the following: your job security; your rapport with the teachers and the students; concern for your school's and the community's reputation.

TEACHERS

Your primary interest is educating your people in an orderly school with a minimum of discipline problems and disruptive students. You have a strong commitment to a "democratic society," but a variety of opinions about what constitutes "democratic."

In planning your strategies you may want to consider the implications of the following: your job security; your rapport with the students.

OBSERVERS/RESEARCHERS

You are observers/researchers who have the responsibility for studying what is going on in the entire simulation. Focus should be on how people are behaving; why they are making the decisions they do; how different groups are reacting to each other and so on. You should divide yourselves such that each group will be observed. You should not participate in any of the discussions or events. You should attempt to act as if you were not present. The function of the observer is as diagnostician of the school system.

You have the responsibility of reporting the events you have studied to the total when the simulation is completed.

NEWSPAPER REPORTERS

A group of five newspaper reporters will have responsibility for reporting on the events during the simulation. They should feel free to act as newspaper reporters do: interviewing individuals or groups wherever or whenever they can, meeting as a group of reporters, writing up what they've found. They will report, in a 20-minute presentation - four minutes per reporter - to the entire group after the simulation is concluded. These reports should be newspaper-type pieces. Each reporter represents one of the following newspapers, all newspapers should have a reporter: Daily Herald, Conservative Weekly, The Black Chronicle, Chicano Weekly, and an undergraduate high school newspaper.

PARENTS

Your educational philosophy and that of the community is shared by most teachers, administrators, and school board members, and is best expressed by this statement:

> The primary goal of the schools in this community is to prepare young people to take their place as productive members of American society.
>
> Practical skills are needed for success as well as the ability to follow the will of the majority on most matters pertaining to individual habits and modes of behavior.
>
> It is also the responsibility of the schools to help students develop a respect for the history and institutions of the United States.
>
> In planning your strategies you may want to consider the implications of the following: school taxes; protection of property; concern for your school's and the community's reputation.

STUDENTS

You have a strong desire to participate in matters that seem important concerning your school and society. In particular, you want more free speech on campus. You believe the democratic ideals of American life should be practiced and do not see the difference between yourselves in the school community and adults in the community at large. Some members of your group are also interested in fighting for the interests of their own ethnic group.

In planning your strategies you may want to consider the implications of the following: staying in school; promotion to the next grade; your rapport with your parents.

POLICE OFFICERS

Police Officers are to respond to requests for help from citizens.

In order to provide a flavor of action involved in this simulation, we include the reports made by the newspapers which were built into the exercise.

PRESS REPORTS OF THE SIMULATED CRISIS:

AS REPORTED BY THE BLACK CHRONICLE

Headline: School Board Guarantees Continued Discrimination and Injustice for Minority Students

At an emotion-packed meeting of the board held at the high school, the board, as expected, flatly refused to even "consider" recommendations from community and student groups.

The gross intolerance and racism often displayed by the board in the past was obvious as time and time again Black and Brown press representatives were forcibly ejected from the heated meeting by the paid "Goon Squad" - all white plus a few "Uncle Toms."

The school board was evasive and refused to give specific reasons for their automatic turn-down or failure to consider student demands. At one point, the students walked out of the meeting, but were urged by the Black Chronicle reporter, (who had been unjustly ejected), to return and stand up for their rights. "Stand up and fight!"

Teachers' groups also pointed out that the board is, in fact, racist, with two "Tacos" and "Uncle Toms" representing minority groups. They further charge that the board is power hungry.

Parents' groups also made an appearance but were obviously split on issues - an "Uncle Tom" endorsed present board policy and was roundly booed by students and other parents. Near violence erupted several times during the stormy session.

Policemen present at the meeting admitted that a "Tactical Alert Squad" stood ready to put down any rebellion from student or parent groups.

The Chronicle is considering civil suits against the school board for its maltreatment of a press representative who sought to obtain and print the truth.

AS REPORTED BY THE CHICANO WEEKLY

No Headline

Once again, the "Cabacho" school establishment wielded its repressive power to control and regiment the students of the high school.

In a school board meeting, packed with reactionary parents who supported the flag-waving puritans on the school board, the superintendent was instructed to "study" the rights of the students and consult with the county council, students, teachers, parents, etc.

The student body president presented a petition to the school board president showing that teachers, parents and students supported The Free Speech Movement.

In typical establishment fashion the board president chose to ignore the petition. In addition, the school board chose to ignore the pleading voices of teachers and students who asked that the school officials make the necessary changes to make the policies of the school more relevant to the needs of students.

A coalition of parents, handpicked by the administration, and a group calling itself "Peace Officers for Justice" imposed their collective will and reinforced the repressive desires of the antiquated school board.

AS REPORTED BY THE CONSERVATIVE WEEKLY

Headline: Law and Order Was Seriously Threatened at the School Board Meeting Wednesday Night

A small dissident group of high school students presented an unreasonable list of demands to the board. Their very behavior demanding "free speech" indicated that they were incapable of handling the situation were the actions approved.

Several board members took positive action in defeating the recommendations of the superintendent and seriously questioned his ability to handle both students and staff.

A teacher at the high school, who was unable to speak at the meeting, stated that the situation should be handled at the high school level but admitted that control of the dissident groups was not possible at this school.

One upstanding principal indicated real problems with about 2% of the teaching staff. That principal needs support from the central office.

Fires in the lavoratories and riot situations on high school campuses are clear evidence that many student demands are unreasonable. Outside agitation helped by some "liberal teachers" is apparent in this situation. Capable, intelligent, clear-thinking students were not allowed to speak.

The final action to have an evaluation committee reveals much greater involvement is necessary by law enforcement officers.

This matter and the way our schools are being run demands much greater attention from a concerned community to see that law and order are upheld - that our American democracy shall prevail in this town and that responsible citizenship shall be recognized.

AS REPORTED BY UNDERGROUND HIGH SCHOOL NEWSPAPER

Headline: School Board Wants No Student Involvement - "Delay Tactics Employed" Say Students - Reporters Ousted

The school board last night at an explosive, uncontrolled meeting employed its usual tactic of sidestepping an issue that is basic to the role of students participating in the decision-making process of our local school district.

The superintendent presented a plan to form a committee composed of parents, students, teachers and administrators to consider the items on a paper prepared by the student council. The student goal was "More Free Speech on Campus." Man! The usual cop-out!

The Board President, by his action of ousting two newspaper reporters tyring to "Tell it like it is" obviously does not subscribe to the "freedom of speech" and "freedom of press" concepts that are guaranteed us by the Bill of Rights.

Community leadership by board members who stated, "This is all nonsense and they are rabble rousers!" and people who agreed with the students as long as they "don't go too far" do not indicate a true understanding of the democratic process.

Parents in their report took the usual stand of "We are for you kids as long as you are good." Teachers maintain that their remaining silent and not speaking to the issue represented "support." The chairman for the teachers' committee said, "Our task is to establish the leadership role - let them (the students) speak." Students, wake up! Don't let the teachers use you!

Let's get with it students! Take whatever action is called for! Even it it means...

AS REPORTED BY THE DAILY HERALD

(Editor's note: It is to be assumed that a previous Daily Herald article reported to its readers about the original student council statement. The following is a report of the subsequent school board meeting dealing with the matter.)

The School Board voted last night to establish an evaluation committee to consider a list of six requests made by the Student Council of the high school last week. The evaluation committee, an outgrowth of Item No. 6 in the list of student requests, will be composed of six students, two teachers, two parents and two administrators.

Student council leaders were saying today that the board had changed the intent of the student-initiated evaluation committee in order to suit its own ends, and that it had not in any way dealt satisfactorily with the student proposals.

The meeting last night began with a statement by the Chairman of the Board of Education who announced that the board wished to hear from representatives of the various groups - administration, parents, teachers, then students - regarding the Student Council statement of September 26, 1970. He stated that each group would be limited to a three-minute presentation.

Students immediately objected to the three-minute limitation and to being placed last in the order of presentations. The board voted to allow each group to speak rather for five minutes with Trustee Corona voting in opposition.

The Superintendent stated that he felt the student requests were not unreasonable, and proposed that a study committee be established composed of the Student Body President who would appoint eight or nine students, the Faculty Club President who would appoint teachers and two counselors, and the principal who would select ten parents.

A question was brought up by a reporter from the Chicano Weekly regarding the number of parents as opposed to the number of students on the committee, the reporter feeling the number should be equal. In sympathy, a reporter from the Black Chronicle stated his agreement and was later ejected from the meeting by the sergeant-at-arms when he continued speaking and would not comply with the Chairman's ruling that he speak only when recognized.

At this point the students, in sympathy, walked out of the meeting. However, they returned moments later and asked for a caucus which the Board Chairman granted for ten minutes.

During the break one Trustee termed the matter revolutionary, against the principles of Americanism, and expressed a desire to fire liberal teachers.

Upon reconvening the meeting a representative of a parents' group made a plea to the Black Chronicle to remain at the meeting to listen and to help effect a reasonable solution. He admonished the students, told them the parents would protect them, but wanted them to be "good boys and girls," and threatened to tell one student's "mama" about that student's behavior. He said that the parents were "for our children" who "must be entrusted to the teachers and administration" by the parents. He expressed support for the Superintendent.

In reacting to the list of student proposals, he stated that he was opposed to a liberal dress code and that he was particularly opposed to "long hair" and "hot pants." He was not opposed to the wearing of buttons as long as they were "good Buttons." He stated that the parents wanted no underground press, and added that students should make "requests" and not "demands."

Another interested parent declared that his family had come to this country on the Mayflower and asked the Board what it was going to do about the fire that had been set at the high school that morning. A representative of the teachers' group stated that teachers wanted to give the students the opportunity to learn about and to take part in our democratic system. He stated that the teachers supported the students in their proposals. Several other teachers in the audience protested his statements which they claimed were not representative of all teachers.

A representative of the students called the parent spokesman an "Uncle Tom." The spokesman protested that he was not an "Uncle Tom" but that he neither was a militant. He charged that the students were heading down the road to communism. The student told the board that the students did not appreciate the Superintendent's delay tactics,

and that the students would not settle for anything less than compliance with their requests. He added that if forced to use other tactics the students would do so and that they wanted a positive position by the board "tonight." He also voiced his belief that adults were listened to when they spoke but that the students lacked a voice which was heard.

One trustee admonished the Superintendent for his position and moved that the Superintendent instead draw up a student behavior policy. Opposition to his proposal was voiced by a reporter from the underground high school newspaper who was then ejected from the meeting as he had not been recognized and would not comply with the Chairman's request that he cease speaking.

The motion to have the Superintendent draw up a student behavior code was defeated by a majority of the board. The Superintendent again stated that he was not in disagreement with the student's requests, but that he however questioned the process.

Defeated was a motion to comply with the Superintendent's recommendation that a study committee be established that had been amended to include the county council in the committee. The board then passed its decision to accept the students' original request for an evaluation committee, but made no decision at this time regarding implementation of the other requests.

APPENDIX H

STEREOTYPING

1. List key characteristics of stereotype.

2. Define stereotype in a complete sentence.

3. List attributes of stereotype.

GOALS FOR HUMAN UNDERSTANDING

1. Respect for the intrinsic and equal worth of every person and one's self.

2. Respect for the rights of each person to equal protection under the law and equal opportunity to secure education, employment, housing, and the use of public accommodations.

3. Acceptance of responsibility as individuals for protecting the human rights of all and for living up to the obligations of responsible democratic citizenship.

4. Respect for the right of individuals or groups to differ from other groups and individuals.

5. Acknowledgment that differences do not denote inferiority or superiority.

6. Acceptance of the importance and value of cultural diversity, as contrasted with uniformity.

7. Respect and appreciation for the worthy contributions of diverse cultures, religions, and people to the understanding and well-being of man.

8. Development of emotional sensitivity to the needs, feelings, and problems of all people.

9. Belief that persons should be judged on the basis of their individual merits and abilities without regard to their race, religion, nationality, irrelevant physical differences, or socio-economic status.

10. Belief in the importance of cooperating with others to solve common problems.

George E. Ayers
Metropolitan State University
St. Paul, Minnesota
May 20, 1976

DEFINITIONS

"Each person has within himself/herself the resources to determine his/her own definitions." Following are a list of words. Your responsibility is to define these words or phrases which best describe their meaning to you.

1. bat _____

2. bear _____

3. click _____

4. crib _____

5. dozens _____

6. fox _____

7. fronts _____

8. hawk _____

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9. lid _____

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10. process _____

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11. shades _____

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12. split _____

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13. taste _____

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14. threads _____

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15. waste _____

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